

THE PRINCIPAL COLLEGIAL COACHING EXPERIENCE:  
INSIDER, OUTSIDER, AND BEYOND

A DISSERTATION SUBMITTED TO THE GRADUATE DIVISION OF THE  
UNIVERSITY OF HAWAII AT MĀNOA IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF EDUCATION

IN

PROFESSIONAL EDUCATIONAL PRACTICE

AUGUST 2017

By

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## **Dedication**

This study is dedicated to my grandmother, Betty Hatsuko Castro, who spent her life working in public schools as a custodian, crossing guard, and lunch supervisor. Her unwavering commitment to school life was evident in her daily interactions with students, parents, and school staff. Despite not possessing a teaching degree, she is remembered as an influential instructor of compassion, dedication, and generosity.

Grandma Castro, thank you for being a cherished role model.

## **Acknowledgments**

This dissertation journey has been one of adventure, trial, and accomplishment. A heartfelt thank you goes out to the courageous educators who commit their time, compassion, and experience to serving students. I am thankful that I have been one of the many students who has benefited from education and was assisted by dedicated educators along my wayfinding journey.

Dr. Nathan Murata has been a champion of my effort, providing me with encouragement even when I questioned my chosen path. Thank you for spending your time helping me to course correct along the way. Both Dr. Mary Hattori and Dr. Val Iwashita, thank you for serving on my committee.

Learning is an everlasting pursuit, and I am thankful for the colleagues that have participated in this project with me. Your courage and humility gave me the inspiration and confirmation that pursuing this project was worth it.

A life's pursuit would not be as fulfilling without a life partner. Christine, thank you for loving me. You are a model of God's love and faithfulness, and I am so blessed to call you my wife. To my children Bethany and Brett, may your learning journey be guided by the values that mom and I have shared with you as you now pursue your life's work. Please know that you are loved!

It is with eternal optimism that I believe our collective effort in education will continue to produce inquiry, imagination, and improvements.

## Abstract

This study explored the influence of collegial coaching on instructional leadership of principals through a qualitative self-study approach. Collegial coaching is described here as: *A professional formal relationship whereby a school principal (coach), works with another practicing principal (coachee), helping to elevate instructional practice in the context of the coachee's school, through intentional and systematic interactions.* Self-study includes elements of ongoing inquiry, respects personal experiences, and emphasizes the role of knowledge construction.

Three research questions served as the framework for the analysis of the research data: (1) What influence does collegial coaching have on the instructional leadership of school principals? (2) How does collegial coaching impact the principal's influence on their leadership teams? (3) What are key components to a collegial coaching partnership? The central focus of data collection and analysis documented the voices from three principals (coachees), these principal's respective leadership teams, and myself as the coach/researcher. By triangulating the documentation data – coachee responses, leadership team input, and my own experiences and perspectives as a coach – four themes emerged from the collegial coaching experience. These themes were: (1) Reflective Questioning, (2) Diagnosis of School Systems, (3) Sense of Urgency, and (4) Attention to Outcomes.

Each theme arose through collegial coaching as job-embedded professional development support. Reflective questioning served as a way to stimulate thought to create a shared pool of meaning. Visiting classrooms helped to diagnose each school's instructional system. Prioritizing longer-term goals and shorter-term objectives along with "touching things once" characterized

having a sense of urgency. Attention to outcomes identified whether or not instructional leadership interventions were leading to desired outcomes. Integral to collegial coaching was maintaining a collegial peer relationship between the coachees and the coach.

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## **CHAPTER 1: INTRODUCTION**

### **A Glimpse into the Life of an Elementary Principal**

*The alarm goes off with the snooze button being pushed. Pressing “snooze” is a temporary delay to starting another school day. Time to wake up and get going.*

*A typical school day for me has already started the night before. Responding to an email making sure I let Mrs. Lee know that I got her message about her student Ben’s mother not wanting him to participate in our Bike Education program because she disagrees that school time should be spent doing “non-academic” subjects. After all, she made it very clear at his last Individualized Education Program (IEP) conference that Ben needs to go to college. Ben’s mom has been a consistent reminder that public education means Free Appropriate Public Education (FAPE) for all students. She is correct.*

*So much is expected of us as school principals, rightfully so, because we are entrusted with fostering the instructional, social, emotional, and physical well-being of students, their parents, our staff, and the profession. School principals care for more than what happens within their own school. They are future-minded, recognizing that professionalism encompasses the virtue of school leadership spanning the gamut of societal inflection. What happens in a school’s community mirrors the characteristics that prevail under a principal’s watch of their school.*

*I pull up to our school’s driveway noticing that the orange traffic cones are out on the street. The dozens of cones lining the road indicating “no parking” is a signal that our student enrollment has grown so much that a by-product of this growth has been an increase to our morning and afternoon traffic. I pray that the memos we have sent home to parents encouraging them to drive with caution, community meetings held in our library about traffic safety, and our*

*on-going campaign to work with our state's resources to mitigate the complicated traffic patterns that surround our school's driveway are enough to keep people safe. The pace of the day begins as a rush. A rush to get to work. A rush to get children to school. A rush to help children to be 21st Century ready.*

*The morning bell rings at 7:50 a.m. There is a pause on campus as our Junior Police Officers (JPOs) turn and salute the flag. Their yellow hats and orange vests serve as a beacon of authority signaling that our school day begins with the raising of the flag along with the playing of the morning reveille. By now, most of our students and parents take heed and pause, yet a few exercise their choice to put moving to their next destination a priority over the request to pause for the 30 second moment of reverence.*

*So many competing demands so early in the morning. Which area of concern do we address? What do we allow to fester? What process do you apply to know the difference? As a principal with nearly 20 years of school level administration experience, I have developed a system of decision-making that I can depend upon. By breaking down the decision-making process into its focus, its essence, and its order (see Appendix A), I can make decisions with the clarity of reasoning behind it, transmissible to those around me. The focus is about identifying why decisions are necessary. The essence encompasses what is absolutely necessary to make things happen. Elements such as analyzing data, aligning resources, and recognizing if the timing is right to execute actions make up the essence. The order will determine the actions to be taken and who will be responsible for each step along the way.*

*Similar to trusting that your car will start in the morning because you have kept up with the requisite routine checkups, so too have I worked hard to keep up with the development of my*

*professional craft. Attending conferences and reading educational literature keeps me abreast of current educational research allowing me to be an informed instructional leader. I cannot predict the weather conditions or the reactions of other drivers, but I can trust my training and I can depend on my instincts. How much more reliable could I be as a driver if I had a mechanism that incorporated intentional and systematic interactions designed to support driving my specific car to navigate to the destination of my own choosing? Collegial Coaching can be this mechanism for supporting the complexity of the school level principalship. Having someone that is trained to coach and support others in the context of another principal's school setting is a critical variable to colleagues helping colleagues.*

## **Overview**

The above scenario documents the myriad of functions an elementary principal faces when starting off the day. The nature of running a school as a principal comes with being adaptive to what each day will bring. Schools are comprised of people, and with that fact comes a degree of uncertainty. Principals require a skill set that is flexible, compassionate, empathic, and even consoling to the needs of people. These traits are only a microcosm of the many traits that principals must possess in order to be effective. Instructional leadership is a major component to the scope of responsibility placed upon school principals. Having knowledge of curriculum and content, effective teaching strategies, observational skills, and possessing proficient communication skills all contribute to a principal's instructional leadership profile.

This study will explore the collegial coaching experience and its effects on instructional leadership. My role as researcher and coach, as well as being a current practicing elementary principal myself, positions me to view collegial coaching from multiple perspectives: one, as a

principal required to enact the same policies and expectations as other principals in the same system; two, as a practicing coach who is assigned to help other principal colleagues to bolster their instructional leadership within their own school, and three, as a researcher analyzing the viability of collegial coaching as a job-embedded professional development support. All three of these roles coalesce in “The Principal Collegial Coaching Experience: Insider, Outsider, and Beyond.”

I believe that this study can add to the evolving base of literature that addresses principal support and national standards of expectation of school principals. As the authors of the Professional Standards for Educational School Leaders (National Policy Board for Educational Administration, 2015) describe these standards:

*Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They’re designed to ensure that educational leaders are ready to meet effectively the challenges and opportunities of the job today and in the future as education, schools and society continue to transform. (p. 1)*

So too is my desire to contribute to the thought, research, design, and application of practice that occurs to support principals, their staff, and the students that we serve in our respective communities. Therefore, at the end of each day when principals retire for the night, they can rest assured that they made every effort to address what mattered most to help students learn and succeed.

Collegial coaching can be a viable option of support for principals, leadership teams, district supervisors, teachers, and of course students. The process of fostering job-embedded support through collegial coaching extends the notion of continuous improvement by capitalizing on shared ownership and personal responsibility. Through site specific contextual coaching, a foundation of internal capacity building is embedded in the synergy of experience and innovation connected through shared leadership and authentic practice between participants. It is my contention that collegial coaching can support principals in their leadership of balancing the full-scope of their job and their quest to improve student learning at their respective schools.

To this end, the purpose of this study was to explore the influence of collegial coaching on the instructional leadership of three elementary principals through a qualitative self-study approach. The specific research questions to be addressed include:

1. What influence does collegial coaching have on the instructional leadership of school principals?
2. How does collegial coaching impact the principal's influence on their leadership teams?
3. What are key components to a collegial coaching partnership?

## **CHAPTER 2: REVIEW OF LITERATURE**

### **Competing Responsibilities of Principals**

Of the many responsibilities entrusted upon school principals, student learning is something expected but often not easily placed at the forefront of a principal's attention due to competing demands required of the job. A meta-analysis done on several decades of quantitative studies (Robinson, Lloyd, & Rowe, 2008) shows positive effects of instructional leadership on student achievement. However, the authors note that many of the studies included in the review may not have appropriately controlled for confounding factors that can be precisely distilled as contributing to instructional leadership. The Robinson analysis further notes that to precisely ascertain what makes one principal effective over another principal is difficult to define, due to variables such as different school contexts that may not have been taken into account in the original studies. Better-performing schools may allow principals the time to work with teachers, whereas in less effective schools, principals are more constrained to attend to other duties not related to instructional practice. Given these limitations, the study authors interpret their results not as isolating causal effects but as providing justification for further analysis that focuses on how principals use their time within these instructional areas and how that connects time use in context to instructional and achievement outcomes. Therefore, it is my intent through this study to further explore variables that help to influence a principal's instructional leadership. Specifically, my study is designed to research the impact of collegial coaching's influence on the instructional leadership of school principals.

### **Leadership Standards**

According to a recent report by the National Policy Board for Educational Administration

(2015) “... the world in which schools operate today is very different from the one just a few years ago – and all signs point to more change ahead” (p. 1). Economic and political forces influencing the landscape of education continue to permeate the headlines as more and more pressure is placed on improving public schools. The school principal has the responsibility for shepherding the full scope of duties associated with being an instructional leader. The NPBEA’s work has identified 10 Standards represented through research and practice that must coalesce to support instructional leadership and student learning (NPBEA, 2015, p. 27; see Table 1).

**Table 1. The Professional Standards for Educational Leaders 2015**

<b>Standard 1. Mission, Vision, and Core Values</b> --Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
<b>Standard 2. Ethics and Professional Norms</b> --Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
<b>Standard 3. Equity and Cultural Responsiveness</b> --Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
<b>Standard 4. Curriculum, Instruction, Assessment</b> --Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
<b>Standard 5. Community of Care and Support for Students</b> --Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
<b>Standard 6. Professional Capacity of School Personnel</b> --Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
<b>Standard 7. Professional Community for Teachers and Staff</b> --Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
<b>Standard 8. Meaningful Engagement of Families and Community</b> --Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.
<b>Standard 9. Operations and Management</b> --Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
<b>Standard 10. School Improvement</b> --Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

The authors recognize that the Standards should not be static. Instead, they postulate that there is a changing world in which instructional leaders must operate and transform. They further note that professional associations, policy makers, institutions of higher education, and other organizations that support education need to take on a future-minded perspective.

The Professional Standards identified above focus on practices that stretch leaders to excel in their practice, no matter their career stage. For example, the Hawaii Department of Education (HIDOE) has long invested in developing school leaders through induction and mentoring approaches along with Educator Effectiveness policies (Hawaii State Department of Education, n.d.). The HIDOE developed leadership competencies through their Leadership Institute “to be a resource for training support and development of certificated employees” (Matayoshi, K. S, 2017, p. 1). Having standards that identify a common language of expectation and success criteria is important, but these standards need to be aligned to improved practice in order to yield better outcomes. There still remain principals who require and desire additional support to assist them in developing their skills to elevate student achievement and to manage the full scope of responsibilities associated with the principalship today. According to the Leadership Institute Plan Executive Summary (Hawaii Department of Education, 2015), “Our leaders must be instructional and learning leaders, coaches, and systems thinkers to help students exceed the high expectations we set for them” (p.1). The document continues, “The feedback shows, however, that leaders have not always felt prepared for success in their roles or sufficiently engaged in Department decision-making” (p. 1). To actualize the aspirations defined by national and local standards of leadership takes an ongoing commitment. Principals serve as facilitators aimed at meeting the needs of their students in partnership with their respective



school community through the alignment of their resources. This is clear from Standard 10 of the Professional Standards (Table 1 above): “Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.” Instructional leadership is an integral component to a school principal’s repertoire of responsibilities.

### **Instructional Leadership Defined**

Instructional leadership can be characterized as the individual possessing defined skills to carry out specific job related tasks: interpersonal skills, planning skills, instructional observation skills, and research and evaluation skills (Lashway, 2002). Instructional leadership is also a balance of management and vision (NAESP, 2001). Further research (Blase & Blase, 2000) characterizes instructional leadership as being influential through its base of schoolteachers and administrators, developed through its principals. Instructional leadership in turn leads to school improvement through professional development aligning with the school’s mission. Blase and Blase (2000) describe instructional leadership as making adult learning a priority, setting high expectations for performance, creating a culture of continuous learning for adults, and getting the community’s support for school success. They identify specific behaviors of instructional leadership, such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching. Within the context of an administrator's responsibilities, leaders cannot neglect other duties, but they must ensure that teaching and learning are at the top of the priority list on a consistent basis in order to achieve student and school success; therefore, this should be the area where most of the principals’ scheduled time should be allocated.

In his article, “*What It Takes to be an Instructional Leader*,” Jenkins (2009) writes, “Instructional leadership has been expanded to include deeper involvement in the core business of schooling, which is teaching and learning” (p. 35). In this connection, the National Association of Elementary School Principals (NAESP, 2001) defines instructional leadership as leading learning communities in which staff members meet on a regular basis to discuss their work, collaborate to solve problems, reflect on their jobs, and take responsibility for what students learn. Schools that foster this practice establish a culture of shared learning whereby they work to identify and apply innovative and effective instructional practices that result in increased student performance. School principals embrace fostering learning using collaborative structures within schools to create learning communities of practice (NAESP, 2001). The development of professional learning communities is integral to establishing well-defined systems within a school. By focusing on learning for both the students and the educators supporting them, principals that are instructional leaders are mindful of systems of practice that contribute to a successful school culture.

### **Effective Systems for Instructional Leadership**

Creating effective systems of practice is crucial to instructional leadership. Every day, in thousands of schools, effective principals are thinking about how they can best lead and manage multiple systems that together can encourage effective practices so that all students – and all adults who work with these students – achieve better results. Effective principals are those who promote and maintain systems of practice that accurately identify the needs of the school, whether within a classroom or the larger context of a school’s community. They are able to apply goal setting strategies through co-constructed analysis of data sources serving as a means to

articulate clear learning targets. They are able to align their resources strategically, creating a coalescence of goals, instructional strategies, financial commitments, and time allocation that promote successful classrooms (Horng & Loeb, 2010). Through this, effective principals share in the work of learning and champion a shared message that student learning should be the highest priority. Effective principals find ways to garner investment and enthusiasm by their school community through student-focused actions that underlie the mission of their school. Above all, effective principals attain laser-like focus on learning, incorporating curriculum, assessment, and empirically evaluated instructional practices to ensure that every student is learning. Effective principals understand and appreciate the dynamic nature of these systems to galvanize continual quality improvement in their schools.

Every member of the school community must be learning continuously within these effective systems, including students, educators, families, community partners, and citizens from the community (NAESP, 2001). Additionally, principals who are deliberate with their time to work collaboratively with their teachers on curriculum, instruction, and assessment promote shared leadership. Whether the application of learning and developing leadership skills in a school setting is adult or student focused, learner-centered leaders work with a common vision for the high achievement of all children and are clear about their performance results. Being learner-centered means that leaders create processes and structures that enable adults, as well as students, to participate and learn. These leaders are committed to increasing their own knowledge, skills, and capacities through professional development, peer mentoring, and the establishment and support of school wide learning communities (NAESP, 2001).

The instructional leaders' investment, pertinent knowledge, and understanding of

instructional leadership are critical to the notion that learning should be given top priority while other administrative responsibilities revolve solely around the enhancement of learning. To share learning and knowledge across the learning community, effective principals create information and administrative systems that align schedules, budgets, facilities, communications, transportation and human resources functions to instruction (NAESP, 2001). Instructional leadership-focused principals frequent their classrooms to observe in real time the content and processes that are occurring in classrooms. Without this first-hand understanding, they are unable to appreciate the problems teachers and students encounter (Horng & Loeb, 2010). Principals that demonstrate instructional leadership work closely with teachers and students in order to assist in developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions.

Being able to stay abreast of current pedagogy, providing vision for the school's direction, establishing systems for setting clear learning goals, providing resource materials, technological tools, articulation time, and appropriate training comprise the expectations of principals displaying instructional leadership (Horng & Loeb, 2010). As part of the process and content mentioned earlier, I can attest firsthand to the rigor needed to balance the myriad of duties associated with the principalship and how important it is to develop systems that support a student-centered professional culture. Placing student success as the focus is paramount, but in order to do so, I have to ensure that there is an artful equilibrium between the academic, economic, and safety, as well as the political considerations associated with the gamut of outcomes needing to be attended to on a daily basis. Relying on the focus, essence, and order of school systems and processes and their relationship within the framework of the school

organization produces tangible results, thereby helping to create a school where student achievement matters and the adults that support them matter as well. When working on balancing the aspirations of a school and the technical components of the school organization itself, having systems and processes that are clear and focused lead to leadership teams that prioritize student achievement outcomes (Odden, 2009; Schmoker, 2011; The Rensselaerville Institute, 2016b).

### **The Principal Effect**

When looking at determining factors to define a low-performing school, such as test scores and other metrics commonly used to rank schools, it is estimated that principals are second only to teachers in their impact on student achievement (Seashore-Louis, Dretzke, & Wahlstrom, 2010). But by having appropriate and relevant systems in place, it has been shown that a highly effective principal can increase his or her students' scores up to 10 percentile points on standardized tests in just one year (Waters, Marzano, & McNulty, 2003). Principals can also influence other student outcomes, including reducing student absences and suspensions, and improving graduation rates (ESSA Title I LEA Grant - School Improvement, 2016). Principals in low-achieving or high poverty minority schools tend to have a greater impact on student outcomes than principals at less challenging schools (Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004; Seashore-Louis, et al., 2010). Metrics that compare measures such as test scores, attendance, student discipline, graduation rates, staff morale, and parent satisfaction are universally identified indicators that characterize more successful versus less successful schools. Consequently, effective principals are able to transcend variables that plague under-performing schools by unifying their school community around common beliefs and collective targets that

include supporting diverse learner needs. Amazing things occur when a school staff rallies around the belief that positive change can happen. For example, Hattie (2009) ranked collective teacher efficacy as the number one factor influencing student achievement.

Unfortunately, principals typically transfer to less-challenging schools as they gain experience (Béteille, Kalogrides, & Loeb, 2011) thus perpetuating a cycle of employing principals with less experience and the necessary skill set to operate low-achieving schools. In this connection, estimating the effects of principal turnover, it has been found that the mobility in principals' career paths has detrimental consequences for schools. The departure of a principal is associated with higher teacher turnover rates and lower student achievement gains. The negative effects of principal turnover on student achievement are largest in schools with high concentrations of novice teachers, greater concentrations of poor students, and in schools with the lowest performance in the state's accountability system; these schools are not only experiencing much higher principal turnover rates than other schools, but also the inability to attract experienced new principals when vacancies arise.

Although gains in student achievement temporarily slow whenever there is a new principal, the impact is felt more at the most challenging schools (Béteille et al., 2011). Here, the new principal is more likely to have less experience and be less effective than a new principal at a less-challenging school. The reason for the staffing difference is that many principals gain their initial experience at challenging schools, and then transfer to easier-to-manage schools as those positions open up. A study of one large urban district found those principals' second or third schools typically enrolled 89 percent fewer poor and minority students than their first position (Béteille, et al., 2011; Farver & Holt, 2015). More specifically, Beteille et al. (2011) reported that

while poor performance may precede managerial change, when changes are frequent, they could be disruptive and make matters worse rather than better. Faltering school organizations with high levels of turnover often have difficulty attracting experienced successors who tend to be more effective (Pfeffer & Davis-Blake, 1986). “Principals’ impact on their schools is often influenced greatly by their predecessors and successors. Whether or not they are aware of it, principals stand on the shoulders of those who went before them and lay the foundation for those who will follow” (Hargreaves, 2005, p. 163). Teacher turnover rates typically increase (regardless of whether teachers leave voluntarily or involuntarily) when there is a change in principals, no matter if the principals are effective or ineffective (Béteille et al., 2011). The effectiveness of a school’s principal has shown to impact the stability of teachers wanting to remain at a school. Less effective teachers tend to leave under an effective principal, while more effective teachers tend to leave when the school is taken over by an ineffective principal. Furthermore, effective principals are more likely to replace teachers who leave with more effective teachers (Béteille et al., 2011; Branch, Hanushek, & Rivkin, 2012; Portin, Knapp, Dareff, Feldman, & Russell, 2003). The literature supports the notion that effective principals will make the necessary personnel changes they believe will improve student outcome even though these changes are not always perceived by staff members as favorable.

Just as teachers tend to become more effective with experience, thereby positively influencing student-learning outcomes, so do principals, especially in their first three years (Clark, Martorell, & Rockoff, 2009). Prior research suggests that many non-salary job characteristics affect teacher and principal preferences, including student characteristics, school culture, facilities, and safety (Horng 2009; Loeb, Kalogrides, & Horng, 2010; Loeb & Reininger,

2004). These working conditions vary considerably across schools. Schools with less appealing attributes – such as geographic isolation, for example – generally receive fewer applicants for vacant principal positions than do other schools when hiring replacements.

No matter how effective a principal was at his or her previous school, when he or she transfers to a new school, it takes time to fully stabilize and improve the teaching staff to reflect cohesion of school initiatives put in place by the new principal, as well as to implement fully the new policies and practices intended by the principal to positively impact the school's performance (Seashore-Louis, et al., 2010). There is evidence that principals' movement across schools is, at least in part, voluntary (Loeb, Kalogrides, & Horng, 2010). When principals transfer, they generally move to a school with more affluent and higher achieving students relative to where they start (Loeb et al., 2010; Papa, Lankford, & Wyckoff, 2002). Even so, although both effective and ineffective principals typically transfer to less- challenging schools within a district, effective principals are more likely to stay at challenging schools longer than their ineffective colleagues (Branch, Hanushek, & Rivkin, 2012). This supports the premise that effective principals have a positive impact on the stability of a school's culture. As important as it is for teachers to work together around instruction and student learning, the necessity for administrators to be part of that process is just as compelling. This may be as simple as having principals participate in professional development activities for teachers, or as difficult as reorganizing the formal authority structure of the school (Seashore-Louis, et al., 2010).

Being an instructional leader is a hallmark of effective principals, who are more likely to provide their teachers with the support and motivation they need to be effective. Instructional leadership involves the active collaboration of principal and teachers working on curriculum,



instruction, and assessment. The principal seeks out the ideas, insights, and expertise of teachers in these areas and works with teachers for school improvement. The principal and teachers share responsibility for staff development, curricular development, and supervision of instructional tasks; thus, the principal is not the sole instructional leader (Marks & Printy, 2003). Although both effective and ineffective principals claimed to frequently observe their teachers, effective principals make more unscheduled observations and provide immediate feedback (The Wallace Foundation, 2012).

Principals are now more than ever focused on student achievement while still retaining their traditional administrative and building manager duties. Because of this, principals typically put in extended hours working extended days encompassing weekends and holidays, with many believing the job is just not “doable” as it is currently structured (Usdan, McCloud, & Podmostko, 2000). With so much expected of school principals, there is no doubt why a single individual feels challenged to accomplish this alone, which makes the role of coaching and peer support so important.

### **Models of Coaching**

The term coaching and mentoring are often used interchangeably, but distinctions do exist. According to the Association of Talent Development, “Both share basic organizational goals including employee learning and development that leads to peak performance, and the realization of full potential. However, the definition, focus, role, approach, and tools of each are different” (Reitman & Bennati, 2014, p.1). Mentoring and coaching are both powerful tools for professional growth depending on what your desired goal is. Mentoring is usually informal, where the mentor gives advice on the road he/she has taken, in order to assist the mentee in

achieving their developmental goals. Coaching is recognized as a more formal relationship, where the coach assists the coachee in changing thinking and behaviors to develop new competencies. Understanding the similarities, differences, and applications between mentoring and coaching gives leaders powerful distinctions as to the application and expected outcomes from each discipline.

A study done by Ward (2011) describes the effort of a Southern California school district to identify and select leadership coaches for elementary school principals new to the position within the last three years. Also included were principals of schools identified as needing program improvement by the district's leadership. The district hired eight coaches to coach sixteen principals. Coaches were selected by soliciting district leaders' recommendations to identify former administrators with a track record of significantly improving student achievement. All of the selected coaches were former principals. Five of the coaches had previously coached principals. Two had previous leadership coach training through the New Teacher Center at the University of California, Santa Cruz. Six of the eight coaches were retired school administrators, one was a full time consultant, and one was a university professor.

The Southern California study's purpose was to describe the development of the district leadership coaching model and determine the perceived benefits of the monthly meetings between coaches and administrators from the perspective of district appointed coaches. This study was a lens to view the first six months of a medium-sized school district's leadership coaching model. The study found that coaches and school district administrators did not always perceive the state of the district or the implementation of mandates in the same manner. Monthly meetings aimed at correcting these misperceptions were held between coaches and district

administrators, coaches and principals, and with coaches only. These monthly meetings provided principals with an avenue to indirectly voice concerns to coaches. Coaches were provided information from the district about goal setting and district goals that helped them to better understand district direction; additionally, the meeting times provided coaches regular opportunities to work with principals to maneuver around inconsistent information regarding mandates with the ultimate goal of helping principals to stay focused on student achievement.

Results from the California Department of Education, Testing, and Accountability cited in the Ward (2011) study found that 14 of the 16 schools supported by coaches exceeded their growth targets, one of the two schools that did not declined by 1 point, and the other school declined by 6 points. Coaches in the study stated that having the opportunity to introduce and discuss district issues that affect principal's behaviors and beliefs without breaching confidentiality was paramount in helping them be more effective in coaching principals to lead their schools.

Another coaching model in existence stems from the work of the Rensselaerville Institute based in Delmar, New York. The institute started a national program known as School Turnaround in 2000. Their approach is to move quickly and keep change local and idiosyncratic. Their model is simple: "Everyone Achieves. No Exceptions. No Excuses." (The Rensselaerville Institute, 2016b). From 2008 until 2016, HDOE and School Turnaround embarked on pairing school principals with a School Turnaround specialist to coach principals in the use of these specific strategies:

1. Diagnosis
2. Target Setting

3. Message and Brand
4. Data Use
5. Resource Alignment
6. Successful Classrooms

This endeavor was multi-faceted, with the intent to train a cadre of local principals to be able to support, as trained specialist coaches, the work of other practicing principal colleagues. After a recommendation and selection process, participating principals were trained in the six School Turnaround design strategies, and with the support of a specialist coach over a two-year period, implemented these approaches. Upon successful completion of the two-year program, principals who demonstrated proficiency with the framework design and achieved significant student achievement gains were asked to continue to receive additional training to become specialists with School Turnaround. The intent of this partnership was to develop a localized network of trained principals that could support the work of additional principals in the HIDOE.

The context of my research study is embedded in the School Turnaround approach, with me being selected and trained as a School Turnaround specialist. The participants involved with my research were principals paired with me in 2015 as their specialist coach.

### **Collegial Coaching**

My particular study focuses on exploring the professional learning community nature of coaching as a professional development mechanism for principals through collegial coaching. In my study, I define collegial coaching as: *A professional formal relationship whereby a school principal (coach) works with another practicing principal (coachee), helping to elevate instructional practice in the context of the coachee's school through intentional and systematic*

*interactions*. In this type of relationship, principals spend time together focused on analyzing student achievement data to establish ways to improve learning outcomes for students. Key components to a collegial coaching partnership are (1) an emphasis on the elevation of thinking processes, (2) establishing credibility and trust, and (3) being able to be responsive to the evolving needs of the coachee.

Central to this study is the belief that collegial coaching can serve as a viable professional development option for principals seeking job-embedded learning. Building on a school's existing internal capacity by conducting job-embedded learning at the school site reinforces the notion that, by working together, everyone's performance can improve (NAESP, 2001). It is my desire that this study will contribute to the evolving knowledge of coaching practices through the lens of practicing principals who have engaged in a collegial coaching experience. To this end, this qualitative self-study explores the collegial coaching experience through the perspective of a practicing principal serving as a coach and supporting the growth of other principal colleagues involved in improving their professional practice.

## **CHAPTER 3. METHODOLOGY**

The purpose of this chapter is to identify the methods employed in this study: research design, participant selection (coach/researcher, coachee/principals, and leadership team members), data collection, and data analysis methods. The chapter ends with a summary of research findings and limitations of this study.

### **Research Design**

This study was designed to explore the influence of collegial coaching with regards to the instructional leadership of principals through a qualitative self-study approach (Lassonde, Galman & Kosnik, 2009). Lassonde et al. (2009) describe self-study as a “personal-constructivist-collaborative approach” to emphasize its important components. Self-study is constructivist because it includes elements of ongoing inquiry, respects personal experiences, and emphasizes the role of knowledge construction. Moreover, Merriam (2009) states, “...the nature of qualitative research: focus is on process, understanding, meaning; the researcher is the primary instrument of data collection and analysis; the process is inductive; and the product is richly descriptive” (p.15). This process capitalizes on a collaborative process that is highly personalized between the researcher and the participants.

For this study, data were collected regarding the influence of collegial coaching of participating school principals. Qualitative data were gathered from questionnaires, semi-structured interviews, and the review of field notes capturing coachee and coach interactions about data use, action planning, organization of resources, focus on student achievement, and their own bias to act individually and in conjunction with their leadership teams to improve instructional outcomes. This information was analyzed to reveal themes from the perspectives of

the participants involved with the study. Another goal was to acquire key variables about collegial coaching and to determine factors that could be considered for future enhancement of this practice.

### **Participant Selection**

All participants were currently employed public school elementary principals and staff members at the time of the study. School principals were selected through a purposeful sampling method. Principals were selected because they were already partnered with me, so I took on the dual role of researcher and coach.

Principal coachees chose their leadership teams. For purposes of this study, the caveat for their selection was that leadership team members would need to have enough interaction with the principal to be able to provide descriptive feedback about their respective principal's instructional leadership. Leadership team members encompassed a range of participants, including assistant principals, curriculum coaches, and student services coordinators.

Each consenting participant was provided a written description of the project and was asked to complete and sign a consent form. Consent to participate was strictly voluntary. At any time, a participant could revoke or modify their consent for the study without prejudice. All participants were selected by their willingness to engage in sharing their experiences of working in a public school setting.

***Coach/Researcher.*** As the coach/researcher, I am a current practicing elementary school principal with 19 years of school level administrator experience and 25 years overall experience as a public school educator. I also served as a collegial coach for eight years prior to this study, serving in the dual capacity of being a current practicing principal and supporting the work of

additional practicing principals at elementary, middle, and high school levels. I am a certified mentor through both the National Association of Elementary School Principals (NAESP) and as a specialist certified through School Turnaround, a program sponsored by the Rensselaerville Institute (2016a).

My position as a researcher provides reflexivity (Merriam, 2009) in the dual role as an insider as a practicing principal juxtaposed with an outsider serving as a coach supporting the instructional leadership of fellow principal colleagues. I designed this study in the hope that the results would provide insight into a researcher reflecting on self as the “human instrument” who seeks reliability of the experiences and practices gathered (Lincoln & Guba, 1985). The very nature of a qualitative study espouses the social construction and reporting of one’s interpretation of research findings (Merriam 2009). My role as the researcher was to explore the collegial coaching experience shared by coachees themselves, their respective leadership teams, and myself as the coach.

Careful measures were taken during the acquisition and analysis of the data to deduce themes that emerged from conducting this study over the course of a 10-month period. Intense focus was placed upon the urgency to improve the teaching and learning process for the coachees in their work as the instructional leaders of their school. My role as coach was to illuminate areas of need and to support the actualization of effort to address needed improvements in a co-creative process with the coachee. Through the reflective lens of collegial coaching, my efforts revolved around sharing my knowledge in a multi-faceted role as a trained coach with the added insight of a current experienced practicing principal. All efforts were deliberately channeled to enhance the coachee’s instructional leadership efforts.



***Coachee/Principals.*** Principals were recommended to School Turnaround by their Complex Area Superintendents for participation. The selection process utilized to ultimately select participating principals included interviews conducted by School Turnaround personnel and the assessment of each principal's leadership needs and willingness to participate in a coaching program.

In July 2015, the selected principals attended a training session that introduced participants to the School Turnaround Design Framework (The Rensselaerville Institute, 2016a). Principal coachees selected two additional members of their school to attend the initial School Turnaround training with them. The participants who attended the initial training with the principal coachee were not necessarily members of the school's leadership team at the time of this study or thereafter. After the initial two and a half day training that occurred during June 2015, coach and coachees were paired.

For purposes of this study, preemptive precedent among the participants was already in place, with my serving as coach for three of the selected principals starting in July 2015, after the acceptance of my research proposal by both the University of Hawai'i Institutional Review Board (IRB) (see Appendix B for approved form) and the HDOE data governance section. In May 2016, formal data collection commenced with the informed consent of the participants. The coach and coachees continued to reflect on the collegial coaching experience and its impact on instructional leadership for the remainder of the 2015-2016 school year. Table 2 highlights a general description of the principal coachees who participated in this project.

**Table 2. Description of Principal Coachee Participants**

<b>Self-Reported by Principal Coachee</b>	How long have you been principal at your current school?	How many years have you been in the following position? [Vice Principal]	How many years have you been in the following position? [Teacher]	Which would best describe the area in which you work?	What is your age?
Principal Coachee 1	4-5 years	4-5 years	4-5 years	Non-Title I School	26-40 years
Principal Coachee 2	4-5 years	6-10 years	10+ years	Title I School <sup>1</sup>	41-55 years
Principal Coachee 3	2-3 years	10+ years	10+ years	Title I School	41-55 years

***Leadership Team Members.*** Principal coachees from each school self-identified members that comprised their leadership teams. Of the 13 members comprising this group, 12 Leadership Team (LT) members provided their consent for participation in the study. One member did not respond to the invitation. In August of 2016, LT members' responses were gathered through a combination of a Google Form Questionnaire followed by individual meetings I conducted at each school to clarify responses from the questionnaire.

### **Data Collection**

Starting in July 2015, after the acceptance of my research proposal by both the University of Hawai'i Institutional Review Board (IRB) and the HIDOE data governance section, collegial coaching began. During the collegial coaching process, participating principals (coachees) and specialist (coach) established a schedule that encompassed monthly site visits by the coach to the

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<sup>1</sup> Title I eligibility in the state of Hawaii is determined by a minimum poverty threshold of 47.2%. These schools also receive additional funding to supplement their yearly budget. Source derived from the HIDOE Intranet (not publicly available).

coachees' campuses. Each visit entailed an agenda that was co-constructed between coach and coachee prior to the visit to address coordinated action steps to improve instructional practices. Visiting classrooms and the review of the school's internal mechanisms for assessing student achievement data were part of the expected protocol of each visit. During each visit, reflective dialogue occurred and descriptive feedback was given to help further systems of practices in place at the school. These visits occurred during a 10-month period from August 2015 through May 2016. Field notes comprised part of the triangulated data collected.

To obtain general demographic data of the coachees, an initial questionnaire (Appendix C) using the electronic tool Google Forms was administered to solicit self-reported background information of the participants. In order to maintain confidentiality, specific school demographics are not being reported. However, to provide insight into the participant's schools general characteristics, enrollment of the participating schools ranged from 300 to over 1,000 students, with each school having anywhere from 19 to 82 full time teaching staff members.

Data were collected in these phases: (a) questionnaire of principals involved with collegial coaching regarding their instructional leadership (Appendix D); (b) focus group interview of principals involved with collegial coaching conducted by a third party facilitator to provide principal coachees with a forum to express opinions minimizing the impact of positionality conflict (Appendix E); (c) questionnaire of participating principals' school leadership teams with follow up meetings at each school to clarify responses (Appendix F); and (d) researcher's field notes to review details of interactions from the coaching experience that occurred during the course of the study (see Appendix G for site visit guiding questions used).

The specific steps for data collection took place from May 2016 to August 2016. The

information obtained supported self-reported data from each of the three coachee participants detailing their professional and demographic background. A third party interviewer selected by the researcher also conducted a focus group with the participating principals. The third-party interviewer employed a semi-structured interview approach. This approach focused on a mix of researcher selected questions, with the option for the interviewer to ask clarifying questions as needed to solicit feedback from each of the participants (Merriam, 2009). The interview was recorded using an audio device that was used to transcribe the interview and validated through member checks by the participants to confirm the reliability of the data collected. Participants were provided copies of the transcription and asked to do a review of the transcription for accuracy. Leadership team impressions were also garnered through the use of Google forms. Respondent data were recorded and captured by this tool to facilitate the analysis of the responses. The fourth data source was the use of field notes collected by the researcher in the form of agendas, communication records, and site reports maintained during the collegial coaching experience. Each of the participant coachees and their respective leadership teams represented a convenience sample and were solicited due to the existing association in a collegial coaching partnership (Merriam, 2009).

### **Data Analysis**

The following research questions were used to organize, code, and analyze the data:

1. What influence does collegial coaching have on the instructional leadership of school principals?
2. How does collegial coaching impact the principal's influence of their leadership teams?

### 3. What are the key components to a collegial coaching partnership?

Reliability of data was established through multiple data acquisition methods: questionnaires, focus-group interviews, and field notes. The validity of the data was established through the transcription review from the coachee principals. Data were coded and then triangulated by reviewing the analysis of questionnaire responses, focus group data, and field notes. This approach was selected to include a variety of sources of information and to obtain multiple perspectives on the research topic. The transcribed data provided verbatim responses from the participants.

By triangulating the documentation data, coachee responses, leadership team input, and my own experiences and perspectives as a coach, themes emerged as an interlocking component to the collegial coaching experience. The process of analyzing and coding data produced the following emergent themes: (1) Reflective Questioning, (2) Diagnosis of School Systems (3) Sense of Urgency and (4) Attention to Outcomes. Each theme represents a major element identified through the collegial coaching experience, which will be discussed in more detail in the next chapter.

### **Limitations of the Study**

Although every attempt was made by the researcher to ensure that the findings of the study are consistent with the data presented, it is important to declare that there are some inherent biases on the part of the researcher. For example, as a previous recipient of collegial coaching, the researcher has prior knowledge of the processes and the perceived strengths and vulnerabilities of the endeavor. To mitigate this bias, careful attention was applied to ensure results and interpretations were based on the analysis of questionnaire responses, focus group

data, and field notes. Using direct quotes from coachees, obtaining the perceptions of the participating principals' leadership teams, and my own reflections as a coach provide an iterative narrative to the work invested in the mechanism of collegial coaching. Also, to minimize any inherent conflict of interest based on positionality, measures of informed consent, confidentiality, and data access and ownership were carefully constructed to provide participants with safeguards of ethical conduct.

Merriam (2009) notes that internal validity is a definite strength of qualitative research. In this type of research it is important to understand the perspectives of those involved in the phenomenon of interest, to uncover the complexity of human behavior in a contextual framework, and to present a holistic interpretation of what is happening. Further, Patton (2011) expounds "Developmental evaluation tracks and attempts to make sense of what emerges under conditions of complexity, documenting and interpreting the dynamics, interactions, and interdependencies that occur as innovations unfold" (p.7). Given that, I need to note that exposure to the concept of a developmental evaluation mindset has impacted my thinking quite profoundly.

So much of what I have been exposed to in my work experience has been about summative test scores and reporting those scores in ways that rank order a school, or worse, a student's success. The "high-stakes" testing evaluation approach, undergirded with an attempt to ameliorate our consciousness towards Federal and State requirements, helps to inform our instruction to make better decisions for student success that will lead to better summative outcomes. Without pausing to reflect upon this notion, one can get caught up in conducting these practices without truly assessing the impact of high-stakes testing. In contrast, developmental

evaluation provides a refreshing, and in my own developing view, a more realistic approach to understanding social innovation and school success. Humans are complex. Teaching is complex. Learning is complex. Each component emerges through a niche of interrelated variables inclusive of a multitude of factors: motivation, function, opportunity, and luck, to highlight a few. To posture, saying we have a firm grasp of exactly how things work and that our “input” is the cause of the “output,” is much too arrogant of a stance to take. Instead, developmental evaluation acknowledges uncertainty in such a way that one can garner solace from the very fact that life emerges in all of its complexities.

## CHAPTER 4. RESEARCH FINDINGS

The purpose of this section is to highlight the research findings in this study. I provide a brief introduction of my own personal insight into the information gathered from participants and the uniqueness of how these perspectives have influenced my role in principal collegial coaching. Next, research questions serve as the framework for contextual factors associated with this study. Electronic questionnaires, interviews, focus groups, and researcher's field notes serve as the vehicles to which data were collected. Results indicate four major emergent themes. This section ends with a summary of my findings.

This experience served as an iterative process of self-study research around the concept of collegial coaching. The unique engagement of serving as a practitioner coach (insider) and researcher (outsider), juxtaposed with being a practicing principal working alongside other practicing principals (coachees), afforded me the unique opportunity to explore the perspectives of the participants involved within this research study. The narrative of the findings are inclusive of interwoven reflections of participants/coachees, leadership team members, and the researcher/coach.

Three research questions served as the framework for the analysis of the research data:

- (1) What influence does collegial coaching have on the instructional leadership of school principals?
- (2) How does collegial coaching impact the principal's influence on their leadership teams?
- (3) What are key components to a collegial coaching partnership?

As part of my data collection, I sought information from participants who were directly



involved in the principal collegial coaching process to determine how collegial coaching influences principals and to inform my own professional development curiosity. Collectively, the central focus of data collection and subsequent analysis was to obtain and document the voices from three principals (coachees), these principal's respective leadership teams, and myself as the coach/researcher. Direct observations occurred during site visits at each principal's school during the course of a normal workweek. Consequently, document reviews consisted of a site report that focused upon the School Turnaround Framework. By triangulating the documentation data, coachee responses, leadership team input, and my own experiences and perspectives as a coach, themes emerged as an interlocking component to the collegial coaching experience. The four themes were: (1) Reflective Questioning, (2) Diagnosis of School Systems, (3) Sense of Urgency, and (4) Attention to Outcomes. Each is discussed below.

### **Reflective Questioning**

Reflective questioning is defined as questions that probe for thought to clarify, illuminate, and prompt thinking about areas that support the instructional leadership of the coachee. Entering the collegial coaching relationship, I was cognizant that my role as coach was to support the instructional leadership of the coachee as a supportive colleague, not as a supervisor with evaluation authority. This component to our working relationship was openly discussed with the principal coachees during my working time with them as a coach and served as a foundation for our collegial relationship. Upon establishing our working guidelines for site visits and the protocol we would be using to apply the six School Turnaround framework strategies, I established my approach to use reflective questioning with the coachees. Questions inspired thinking with the intent to crystallize with more detail the thought process outlining instructional

decisions being made by coaches, and to determine if actions were aligned to the desired outcomes of their instructional leadership to improve student learning.

When referring to one of our coaching sessions about data team meetings, principal coachee 1 (P1) expressed an understanding of this approach by saying, “He (coach) would ask me questions that got me to think about how often are you meeting and are you presently in the meeting the entire time?” This sentiment was further exemplified by principal coachee 2 (P2) when discussing our interaction about selecting a math consultant to lead his teachers to increase math achievement. “He (coach) would ask me questions that would get me to think about exactly why I was making the decisions I was making. He challenged me to think if utilizing the consultant at this time was the best approach and were we getting what was needed from this investment.” Another example came from principal coachee 3 (P3), who noted, “All the work that our coach did to help us reflect on things, where we want to go, what we want to accomplish, and why we are doing data teams? All those things have influenced teacher practices. With the hopes of it affecting student achievement.” Each of these responses illustrated how instrumental reflective questioning was in supporting principal coaches to pause, think, and clarify their intended actions.

Inherent in our collegial coaching relationship was that our interactions would focus on student learning and advancing practices that would support meeting learning targets set by each principal for their respective schools. In the context of this study, both math and reading targets were the emphasis as measured by the HDOE mandatory State testing requirements. The process of reviewing the school’s curriculum, instruction, and assessment practices was a vital component to establishing shared understanding and clarity around the learning targets set by

each principal. Reflective questioning helped to strengthen awareness for both coachee and coach by stretching us to be very intentional and descriptive of our efforts of what was working and what was not regarding student learning, instructional leadership, and our coaching relationship.

By employing reflective questioning, it was my intention to generate awareness about making sure that the leadership expectations of the principal were enhancing their learning goals. As an example, principal coachee 2 shared thoughts about the differences between having a mentor versus a coach that focuses on instructional leadership: “I have worked with mentors in the past, so when I became a principal, I was assigned a mentor. They were more social-emotional support. With my coach, he did that too, but he was more about what’s going on in your classrooms and what are you doing about it?” There is an inherent need to support the overall well being of principals, for being the leader of one’s school can be a daunting and lonely position. Collegial coaching does not devalue the vital need for holistic support, but instead places a premium on leadership's impact on student learning.

Another perspective on reflective questioning collected was from the principal coachees’ leadership team members. When describing the practice of probing for more specificity through reflective questioning, one leadership team member shared, “The collegial coaching experience challenged me to be very reflective in my work practices and stretched me to better serve our school. I am very appreciative for the exposure to other points of view in leadership structure and planning.” Depending on the discretion of each principal coachee, leadership team members participated directly in coaching sessions with us or not, and on other occasions, the coachee would follow up at a later time to debrief with his team. Principal coachee 1 described the impact

of reflective questioning and how it transferred to his work with his staff: “His ability to get the most out of me by his probing, his questioning. I think then that I translate that to my staff and I can ask the questions to my staff and get the most out of them through feedback.” This approach also translated to moving beyond personal understanding to developing deeper bonds of collegiality between leadership team members and principals. An example is as described here by a leadership team member: “Having had the opportunity to participate in some of the coaching sessions has taught me a lot about myself, too. It has forced me to be mindful of what I can do to be supportive and to ensure we both grow professionally.” Reflective questioning provided an opportunity for introspective thought, ultimately enhancing professional relationships.

A major thrust to the approach I applied when working with principal coachees was to remember that they are the principal and instructional leaders of their school, not me. Therefore, as I worked with them to clarify their learning goal priorities through the exchange of reflective questions, it was my desire for them to take ownership of actions that would lead to enhancing their respective practice. The following excerpt illustrates how doing so can impact the actions of a coachee:

*The collegial coaching helped me to identify a gap in my ability to organize resources to improve student achievement, specifically in the area of my communication and relationships with my leadership team. My coach helped me create a system of meeting regularly with my leadership team. This has stretched me and my leadership team and it has been sometimes grueling, but always worthwhile practice that I plan to sustain for the upcoming school year. (P1)*

Working as a coach and using reflective questions with the coachee served as a way to assist with building stronger relationships because a shared pool of meaning was developed as a result of the discussions. Furthermore, the research findings illustrated that reflective questioning extended beyond the coachee, at least in part, to leadership team members, thereby strengthening the reach of clarity that is vital to implementing the coordination of school improvement efforts.

It was with informed purpose that I utilized reflective questioning in my coaching sessions with the coachees. Posing a question allowed for the stimulation of thought. The ebb and flow of posing questions, then allowing time for the coachee to think through and reflect upon the complexity of actions, was like starting an exercise routine and periodically using a heart monitor to make sure that our heart rate was at the optimal level. The mechanism of reflective questioning provided a conduit for information sharing that allowed us to be much more intentional about the actions implemented. Meanwhile, reflective questioning allowed us to develop a shared pool of meaning, checking for where there was alignment and where there still needed additional clarification or intervention for course corrections. By formatively assessing and reflecting upon decisions together, both coach and coachee increased their collegial understanding of progress and direction towards student achievement actions. Ultimately, the process of utilizing reflective questioning enhanced the ownership and understanding of the coach, coachee, and leadership team. When reviewing my field notes, it was clear that the questions I posed in my initial visits with coachees evolved to more informed actions taken by each principal. Initially, my questions were geared towards, “Did this happen or not happen?” to “What do you think would happen if you choose to do it this way?” Or, “Of the options that are presenting itself, what do you think are the pros and cons of each option?” Thus, the process of

reflective questioning galvanized the what, why, how, and the outcomes desired from practices revolving around enhancing instructional leadership.

### **Diagnosis of School Systems**

Being able to review what is occurring in one's school by taking an honest assessment of what is happening relative to what is desired was another theme that advanced from the research findings. Being able to accurately diagnosis one's own system is not always simple to do, since doing so requires an objective lens that is not always easy to possess when one is very closely connected to the interventions. Over the course of our working relationship, the principal coachees and I fostered a relationship that allowed us to conduct candid conversations around student learning and instructional leadership. Getting to a level of desired clarity about each school's instructional systems evolved over our working relationship, and the pace of doing so was different with each of the three coachees. My role as the coach was first to understand each school's system in collaboration with the coachee, as well as get to know the strengths and personality of each of the coachees and the respective culture of each school. As one of the principals shared:

*He was able to assess and he realized that the system wasn't connecting to everywhere it needed. He is really quick in his ability to assess. He kinda saw right away what we were doing. He understood because he has been implementing these strategies at his school for a number of years. And, right off the bat he could see where the lines were not intersecting. (P2)*

There were situations in my coaching where I needed to provide insight to the coachee of what I saw to offer a perspective that allowed us to converse about details that would lead to

discovering elements of need. On these occasions, I was cognizant that I was not the coachee's boss, but instead a colleague. Therefore, I always approached my insights from that perspective. However, at times the situation warranted the need to provide examples that may not have been readily apparent. One such example was articulated here by one of the coachees:

*I think it would have taken us a long time, a longer period of time, and at some point we would have hit a wall and realize that why isn't our efforts yielding the outcome that we think it should be yielding. His real sharp assessment and his knowledge of system really moved us up the timeline quicker. (P2)*

The context of this discussion occurred around data use. I recall having to point out that the data sources being reviewed by the teachers were not helping to make the needed instructional adjustments due to not being specific to the expected skills being reinforced.

Another perspective shared by a coachee discusses the ownership needed in order to be able to diagnose one's own school's systems. A combination of reflective questioning when meeting with each coachee and being present on each school's campus gave me, as the coach, firsthand knowledge of what was actually occurring at each school. Monthly site visits were set up with the principals, and the expectation was that each visit would entail spending time in as many classrooms as possible. Principal coachee 3 reflected, "Somewhere between site visit 1 and site visit 2, I knew I had to get serious about this. Don't feel so bad about yourself after being analyzed by your coach. Then right there, it was immediate as session 2 was already planned for." Getting into classrooms together and witnessing firsthand what students were actually doing in conjunction with their teachers provided evidence for diagnosing how the instructional expectations were being implemented. In some cases, we realized that initiatives were generally

going along okay, but there were also revelations that corrective actions needed to happen immediately. By being in classrooms daily, a principal formatively acquires information that supports their own learning, that of the students, and that of the teachers as well. This type of real-time data is useful in establishing the credibility among the staff for when done consistently, the culture of a school shifts from evaluative to supportive.

Principal coachee 3 shares his thoughts about being in classrooms:

*Going into classrooms, being very intentional of what it is that I'm seeing. I think for me it was the presence of being in the classroom that helped me when I met with my teachers to help them with meeting their targets. Having a visual of an idea of what I see in the classroom helped me in meetings to know what they (teachers) wanted to do to move all students. Then I was able to give them feedback because I knew what was going on in the classroom. You know, I tell my teachers that the visits are more for me, just to see, it's not an evaluation.*

Getting into classrooms was integral to diagnosing a school's instructional implementation, but knowing what to look for and doing so on a consistent basis was an emphasis of my coaching support for each principal. As we visited more classes over the course of our site visits, I was able to share what I saw and assisted them with some of the key elements to identify: learning targets, success criteria, engagement, and application opportunities that allowed students to demonstrate their learning were some of the focus areas we calibrated. Over time, each principal became more comfortable with being regularly in classrooms. The practice of visiting classrooms daily was a goal that I encouraged to continue even when I was not there on a site visit with them. Initially, however, it took time for principals to work through their



insecurity and aversion to visiting classrooms. Coachees had to establish the atmosphere of creating the expectation for them and the support system needed to prioritize daily classroom visits. During the course of any given day, there are a multitude of reasons preventing classroom visits to occur, ranging from phone calls, student discipline issues, requests for meetings, and deadlines for items needing to be completed by the principal. Therefore, part of our diagnoses process was to highlight the value of being in classrooms and to establish schedules that communicated the priority of classroom visits and how doing so was important to student and staff success. There is only a finite amount of time in every school day; therefore, diagnosing how time was spent to determine if our actions were aligned with outcomes that improved student learning were consistently reinforced. Principal coachee 2 shared his thoughts about going into classrooms with more intention:

*I have a tendency to go into the classroom and notice everything, which is not a good thing. I mean it's good, but when you have to help a teacher to be intentional it's not a good thing. I'm paying attention to the bulletin board, I'm paying attention to the kids talking, but not really directly to what is the learning target and what is the teacher doing for the learning target?*

My coaching approach when in classrooms was to get principals to focus on what students were actually learning. This attention to detail was an evolutionary process based upon each coachee's level of comfort and experience. Principal 3 discussed my trying to help him to be explicit before walking into a classroom to identify what he is looking to diagnose:

*So he [coach] has learned to be able to see all those things but filter it out. Whereas, I have the tendency to kinda keep it on a global level. I can describe to you what the*

*teacher was doing, but not in relation to the learning target, other than say, oh, teaching math.*

For this coachee, we pre-planned what we would be looking for before entering each classroom. We spent 3-5 minutes in the class and would step outside to discuss what we saw. We would exchange observations and move to the next classroom. An important variable to convey was that since this process occurred during every visit, we were able to see trends in classrooms because we observed classrooms multiple times over the course of the study. This approach empowered principal coachees with directly acquired empirical data that allowed them to understand firsthand about the instruction and learning occurring in their school. This information provided principals with credible information that facilitated conversations with their school's leadership team to apply warranted actions of support.

The impact of visiting classrooms to bolster the instructional leadership with principals also led to building the capacity of leadership team members. Each coachee has their own comfort level regarding instructional know how, and each school has developed its very own unique culture and working relationships among staff members as well. When working with each school, I was very sensitive to that fact and tried to differentiate my approach to ensure that the coachee was the one that ultimately was recognized as the lead instructor and decision maker in our collegial coaching relationship. As one leadership team member expressed,

*Through collegial coaching, our principal made it a point to have his administrative team meet individually with each teacher to discuss their scores, targets, then evaluate results. It helped us to take our data teams to the next level by drilling down to individual teachers tracking their own goals rather than just grade level goals.*

The process of being very intentional about student learning is being clear about what is being taught and what learning outcomes derive from that experience. As a collegial coach, I tried to be strategic about providing my perspective as a practicing principal to enhance the coachee's diagnosis. As articulated by another leadership team member,

*Collegial coaching has influenced my principal's ability to diagnose student performance by seeing another point of view from his coach. It gave a second set of lenses to looking at data. Data is only one means to see student learning and student achievement.*

I couldn't agree more with this leadership team member's comment. Learning is divergent and many variables contribute to student success. Together, principal coachees, their leadership teams, and I were able to discuss and subsequently make clear what learning approaches were valued and needed at their school to better ensure that efforts were being successful to meeting those expectations.

The process of visiting classrooms, reviewing data sources, and listening to staff members during site visits was a mechanism of my collegial coaching approach to assist each coachee to honestly diagnose the instructional leadership occurring at their campus. Having an experienced current principal peer dedicated to assisting another principal at his/her own site provided real-time contextual data and relevant information that is useful in making immediate course corrections. Moving from the holistic analysis of one's program, to the more intimate details of disaggregating the whole to the parts of learning processes, was a concerted effort of the diagnosis process. The ultimate change agent responsible for instructional leadership was the principal coachee. By spending time working through visiting classrooms and sharing thoughts about learning, it became clearer what it meant to focus on student achievement by the

principals. Principal coachee 3 conveys his thoughts this way,

*For student achievement, I look at it from a global sense in that we start with the end in mind. What is it that we want our students to learn, right? How do we know that they are learning what we want them to learn? What are we going to do if they are not learning? And, so answering those questions with that in mind helps me to frame what student achievement is all about. Being able to have those formative checks so that students and teachers share ownership of the learning occurring keeps on progressing and keeps getting differentiated.*

At the elementary level, supporting students to develop the requisite skills they need in order to access and enjoy the deeper learning experiences of rich content is essential. Having a keen eye to ensure that learning experiences are targeted for each learner, while still ensuring that learning experiences are geared towards accentuating the application of those skills, is at the heart of student achievement.

The process of system diagnosis can be further described by the words of principal coachee 2:

*So it's kind of like pottery. You slowly build that creation. You mold yourself in that way. I think this collegial coaching process is like that, it can have immediate effects, but you don't really see it because it's kind of an everlasting kind of thing.*

Moldable clay, refined in the process of evolution, can lead to creations of pottery pieces that are both functional and aesthetic. The combination of an experienced coach and receptive coachee working together to support student learning and instruction, along with applying informed system analysis, can lead to principals feeling ownership of their instructional leadership. This,

in turn, empowers them to make a positive difference for students and the adults that support students.

### **Sense of Urgency**

There is a saying that goes something like this, "Hell is full of good meanings, but Heaven is full of good works." Instructional leadership can seem like this at times, with so many competing needs to be accomplished and only a finite amount of time to get it done. Principals may not always have the luxury of extended time to make decisions. A term often associated with overthinking things is "analysis paralysis," preventing action to be taken, which results in non-action. Having a sense of urgency as a school principal about doing what is right to improve the learning for students is a theme that derived from this study. Principal coachees shared many examples of being motivated to take action right away or "touch things once" by knowing and then proceeding forward with implementing important actions. As an example, principal coachee 2 shares a self-reflection about his own sense of urgency:

*I'm more of an analyzer. You know what I'm talking about? I analyze things. I'm very slow, maybe too slow, and he [coach] points that out. You know there are certain things that just can't wait. When there are other things that can wait and should wait. So, in a roundabout contradictory way, his [coach's] assertiveness was a good thing for me in that it showed me that it's okay to be assertive. Even though my natural tendency is not like that, you know what I mean? But, exactly right. I guess if I'm working with someone like me, we'd just circle the campus.*

The collegial coaching process is a coalescence of acquiring and sharing ideas, with a focus here on taking actions that would lead to improving a principal's instructional leadership to

increase student-learning outcomes. Every site visit was coupled with reviewing items we discussed in the previous visit and the subsequent actions that should have been taken from that point to the present time. Some measures for assessing student learning are more easily identifiable than others. For example, reviewing the number of students scoring a proficient mark on a particular assignment is much easier to code than it would be to identify whether the school's community is buying into the school's message and branding efforts. Therefore, it was helpful for both the principal coachee and I to refer back to the learning targets set by the principal to prioritize actions into longer-term goals and shorter-term objectives. Doing this helped to sequence what needed to happen right away and what would get started, but take a longer manifestation for those actions to actualize. For example, when introducing the process of setting targets for both reading and mathematical achievement, I modeled the concept by reviewing previous year's test scores, looking at how each individual student performed, and then helped the coach to categorize these scores into proficiency rankings. After disaggregating this data together with each principal, in the content area of reading for each of the testing grades, it was my expectation that the process be followed and completed by the coachee for the content of math. Reviewing and setting numerical targets was a foundational piece to the School Turnaround approach. However, instead of seeing one of the principal coachees intuitively taking the initiative to continue the target setting process, I recall having to explicitly encourage this particular coachee to get this done. I offered my assistance, but refused to conduct all of the disaggregation of data for him. His reflection:

*He [coach] was assertive; I think for me it was a complement of what I needed. He pushed my button to go fast when I needed to and was flexible enough. I adapted to that.*

*He ruffled my feathers here and there. Where he was point-blank and really called me out. As I reflect back, I would kind of look back and think, you know, he's probably right. I need to do this now and that is where I learned to touch it once and just do it. (P1)*

I also recall another example when the sense of urgency or “touch it once” concept was brought to fruition during a site visit. On this particular occasion, the principal coachee’s leadership team members accompanied us while visiting classrooms. This visit was focused upon calibrating criteria about what engagement meant to develop a common understanding for the school. We visited classrooms for a few minutes, paused and debriefed about what we saw, and continued this process throughout the campus. After spending time in a number of classrooms the team began to hone in on what they wanted to promote as engaging practices. Together they agreed that providing feedback to teachers about engagement was important to do. This particular coachee was not used to going into classrooms to provide written feedback to teachers, and did not necessarily see himself as qualified to do so. However, after our calibration session, he knew that in order to build up his instructional leadership credibility and his educational know-how development, he needed to provide descriptive feedback to his teachers. He casually shared with me that he would get around to doing so later in the day. Instead, however, I encouraged him to write it now. He could opt to send it out later in the day, but I wanted him to craft his message while the points of feedback he wanted to share were still vivid. I knew my insistence of him crafting his message right then and there was uncomfortable for him, but I wanted him to know that doing so would not take up much time and would ensure timely feedback for the teachers. Furthermore, I would be there to assist him should he need support in crafting the feedback. In a follow-up conversation about this the principal shared,

*If you procrastinate and put things off then you might be pretty much hiding something you don't want to do at this point and time. I knew deep down inside I really didn't want to do it. So, he [coach] kind of pushed me to do it quicker than I wanted to. 99.9% of the time he was pretty much right, he was dead on. (P1)*

My approach was to be intentional about getting actions to happen that would build the principal coachee up as an instructional leader. In this particular example, the coachee later confided that the teachers appreciated getting immediate feedback that was clear, helpful, and timely.

As a coach there is always that line between being assertive about developing a sense of urgency, and a point where you are crossing over the line between assertive and dictatorial. I am not always sure if I navigated that chasm adeptly, but what I can say is that I was aware that one existed. Inherent to this relationship was my passion for assisting the coachees to elevate their student outcomes, but I certainly did not want them to feel that my encouragement was anything but collegial. Invoking a sincere sense of ownership on the part of the coachee and his staff was very important to me. The following comment from a coachee indicates his perception of how I navigated the balance of assertiveness,

*You know, as a coach he wouldn't force things upon us. It was more up to us taking his feedback and we knew that, or I knew that going in. That these were just suggestions and you take it to modify to your own school. (P2)*

Leadership team members also acknowledged witnessing a developing sense of urgency on the part of the principal coachees. A leadership team member, when describing a change in their principal, said, "Collegial coaching made my principal act upon issues, reorganize, and implement actions quickly." A desired outcome to the collegial coaching focus was to promote



confidence in the leader to take action in a timely and informed manner. Important to this process was evoking the use of intentional practices that were identifiable as supportive. This concept was further exemplified by a leadership team member's view when articulating what she witnessed as changing practices exemplified by her principal: "Data-driven, timely, shared responsibility with stakeholders. Increased use of Google Drive to share and disseminate information. Creation of action plans defining tasks, areas of responsibility, and timelines."

It is encouraging that those working closely with a principal as part of their respective leadership team could cite specific examples of their principal taking action. A leadership team member expressed,

*Collegial coaching has encouraged my principal to be more of a risk taker by taking action a little more than what he might have done without coaching. It has caused him to be far more reflective in his practices. He has also begun to establish more of a systematic approach on how he operates business at school. This has resulted in increased consistency in his response to teachers which has begun to impact school culture in a positive way.*

Displaying a sense of urgency albeit with the right intentions, without imbuing a sense of confidence in those you lead, may at times be worse than not taking any action at all. Therefore, it is vital that the need to act is guided by acting responsibly.

### **Attention to Outcomes**

Working with purpose and having a focus to outcomes was another theme that emanated from the research findings. With roughly 180 days allocated to student learning each school calendar year, a school principal has the fiduciary responsibility to manage resources effectively

in the capacity of an instructional leader. So much is expected of the school principal that the focus on instructional leadership can get muted if a concerted effort is not made to keep that aspect of the principal's role prioritized.

Collegial coaching can provide those interventional supports to being intentional about actions that remain locked in to student learning outcomes. Purpose to outcomes was exemplified in this principal coachee's reflection:

*Having a coach this year definitely helped me to reflect on really what I want for my school. Really confront my own internal anxieties and insecurities and some of the tools my coach helped me with just sticks in my head, so much is the word intentionality. Doing things with intentionality. (P3)*

This principal also noted intentionality in his implementation of data teams, "So this was the first year we were serious about data teams and intentional. Prior to this year, it was kind of like hit or miss" (P3). Data teams were a mandated priority strategy expected of all schools in the HDOE to meet regularly to review student data to make instructional improvements for students. This coachee was doing what he felt they needed to do to comply with this initiative. Therefore, in order to help better align his focus to improving student outcomes, it was necessary to help him to step back to reflect and identify some of the key components needed to actualize effective data teams. One such area was the need to be more cohesive in what was being taught, how it was being taught, the materials and assignments being utilized, and what was being used to assess the learning results for every student involved. For this school, we began crafting and aligning the use of curriculum maps that would help to provide organization of the school's curricular effort. Although this coachee was the principal of the school for multiple years, the coordination of

horizontal alignment of instruction between same grade level teachers was not evident. Further compounding the issue of curricular alignment was a lack of continuity occurring vertically across different grade level teams. After investing in some focused work with the coachee and his leadership team incorporating some of my experience with data teams, they began to internalize curricular alignment and even extended that process to include clearly delineated expected outcomes as part of their data team time. Principal coachee 3 discussed how being focused upon purposeful outcomes impacted their data team process:

*The impact has been on teacher practices. I would really need to analyze more with my leadership team about how it had been with our teachers and how it translated to student achievement and at the student level. But in terms of teacher practices, with us getting into data teams this year, there's been more collaboration and conversations; focused conversations on student data and achievement that we've ever had before.*

Being purposeful to outcomes, specifically meeting targeted student achievement outcomes provides a focus similar to saving money to buy your own home. However, you have to live somewhere until that goal can be achieved, so until then you are renting. Your loan officer has pre-qualified you based upon your income, a purchase price that you can afford. Therefore, now you have to save enough money to meet the down payment requirements. In other words, you have a goal of buying a home, but you still have living expenses at the moment that inhibit saving as much as you would have had you not been renting. Being intentional about setting student achievement targets are helpful because this intentionality provides a clear and tangible objective, a numeric target to be achieved. Yet, in order to achieve that target, there are many existing components that go into achieving that goal. For instance, curriculum needs to be in

place, personnel need to be able to convey that curriculum to diverse learners, and instructional practices have to be commensurate to the rigor required for optimal achievement. The teaching and learning process is complicated and not necessarily a linear process with a single outcome. Moreover, attention to outcomes can have many positive benefits when accomplished. Like owning your home, you can feel liberated from renting, proud that you have achieved the American dream, and happy to have a place to call your own. More importantly, you have started the journey to establishing equity to invest in future growth. So too it is when there are purposeful instructional outcomes being met. Reading levels improve. Mathematical fluency increases. When outcomes are being achieved, students thrive and teachers feel the validation of their effort, because they now have a foundation of “equity” to build off of to further invest that learning into applying that knowledge into creative, useful, and deeper learning endeavors.

Leadership team members shared mixed reviews when it came to collegial coaching’s influence on their principal’s attention to outcomes. One leadership team member reported about their principal, “The collegial coaching relationship seemed to make him more intentional. We had systems in place to improve instructional practices and monitor instructional outcomes, but reinforcement of each was aided by collegial coaching.” It is important to note that each school under the leadership of the principal coachee already had existing practices in place. Through the process of collegial coaching, we aligned that process to better reflect meeting established learning targets. This leadership team member shared, “The collegial coaching relationship, from what I could tell, was based upon trust and commitment. It helped my principal prioritize and organize resources and ideas to implement with immediate results.” A similar sentiment was reported by a leadership team member about their process as a work in progress:

*Over the past school year, the principal has impressed the importance of using data to make decisions. He has begun to look at what we have and is learning to use it when having conversations about instruction and supports with teachers. While we have begun looking at student data to better understand where our students are at and where they need to be, it is still a new process we are needing to embrace.*

Still other leadership team members felt that their principal possessed the skill set as an instructional leader, but collegial coaching helped to refine it. A leadership team member stated, “He had the ability to diagnose student performance, and systems were in place to look at student data. Collegial coaching provided an opportunity for him to become more intentional when setting achievement targets with school leadership and teachers.” Another team member candidly expressed, “Not sure what is discussed during the principal’s collegial coaching, but our principal’s leadership style and focus has changed to a more distributed, shared, targeted, and data-driven style.”

Although a concerted effort was placed during this study on setting student achievement targets as measured by mandatory State testing data, it was expressed by a leadership team member that a summative assessment does not give much information of the needs of the students on a daily basis. This leadership team member stated,

*Student achievement and meeting the needs of all students were always part of his (principal’s) leadership philosophy. The most positive impact that collegial coaching had on student achievement is having the leadership team conduct more classroom visits to observe and give feedback to what they are noticing in classrooms.*

Getting principals and leadership teams into classrooms to partner and provide descriptive

feedback to help students and classroom instructors is a clear purpose to outcomes that can have a profound impact towards developing a principal's instructional leadership.

Of course there will be diverse responsibilities that come with leading a school, some you pre-plan and prepare for, and yet there are other duties that arise that have to be dealt with in that moment. For example, during one of the site visits with principal coachee 2, while we were reviewing student performance data, he was informed that one of his staff members had a family emergency, and as a result would need to leave campus immediately. One could never anticipate this need arising, so in instances of this nature, human compassion supersedes the learning target expectation for that moment to find the necessary coverage for this teacher and her classroom. However, it is when crises and disruptions continually override the stability needed to establish continuity in a school to foster the essential teaching and learning process, that these occurrences become alarming. Fortunately, this was not the case in any of the schools led by the principal coachees in this study.

### **Summary of Findings**

Four themes emerged as a result of the analysis of the research data collected from this study. The themes were: (1) Reflective Questioning, (2) Diagnosis of School Systems, (3) Sense of Urgency, and (4) Attention to Outcomes. Each theme was discussed, and examples were shared of how each theme manifested in the context of the collegial coaching partnership established between three principal coachees, their leadership teams, and myself as the researcher and coach.

Reflective questioning was defined in this study as questions that probe for thought to clarify, illuminate, and prompt thinking about areas that support the instructional leadership of

the coachee. Posing a question allowed for the stimulation of thought. Allowing time for a coachee to reflect upon his thoughts about actions conducted or being contemplated served as a mechanism in the collegial coaching relationship to develop a shared pool of meaning between coachee, coach, and in some instances, the coachee's leadership team.

Diagnosis of school systems was another theme that was identified and discussed in this chapter. Being able to review what is occurring in one's school by taking an honest assessment of what is happening by triangulating data sources was an important component to this theme. Getting to a level of clarity revolving around each school's instructional systems evolved over time. Depending on the respective coachee's initial skill set and readiness contributed to the detail and depth the analysis rooted. Integral to the analysis of each school's systems, in regards to instructional leadership, was getting into classrooms more frequently to diagnose firsthand what was occurring between students and teachers. The deliberate partnering of an experienced practicing principal dedicated to assisting another principal on their campus provided real-time contextual data useful in making any requisite course corrections.

Applying a sense of urgency to actions needed for instructional leadership was also identified in this chapter. Principal coachees shared examples of being motivated to take action right away or to "touch things once" by knowing when and subsequently proceeding forward to implementing important actions. Setting and referring to learning targets predicated on analyzing student achievement data was also discussed. This process provided a clear and consistent reference to prioritize longer-term goals and shorter-term objectives. In doing so, this helped the principal coachee to identify what needed to be done immediately, versus what could be adjusted to be completed as a future action. Being reflective and responsible in the prioritization of

instructional leadership tasks fostered the involvement of the coachees' leadership teams, resulting in favorable impressions by leadership team members.

Attention to outcomes rounded out the fourth theme identified in this study. Working with purpose and focusing on desired outcomes was demonstrated by coachees expressing that collegial coaching helped them to be intentional about their actions. More specifically, purpose to outcomes identified reviewing whether instructional leadership interventions were indeed leading to desired learning outcomes. Identifying what was being taught in classrooms, how it was being taught, the materials and assignments being utilized, and what was being used to assess learning results was described as part of this theme. Leadership team members shared mixed reviews when it came to collegial coaching's influence on their principal's purpose to outcomes. Some leadership team members expressed that their principal already possessed abilities that incorporated systems to support student learning prior to their involvement with collegial coaching. However, the majority of the 12 leadership team members responding to the questionnaire stated that they felt that collegial coaching had a positive impact on their principal to be more intentional, especially when it involved getting into classrooms more frequently.



## CHAPTER 5: DISCUSSION, CONCLUSION, AND FURTHER RESEARCH

This research project is a self-study reflection about the practice of principals engaging in professional development through a collegial coaching experience. Three elementary principal coachees, working together with myself as a practicing principal coach, served as the focus for this study. Meeting the demands of an increasing workload, in an era of increasing accountability, can be a daunting endeavor for principals. With so much required of the school principal, one support system initiated by the Hawaii Department of Education has been to partner with the non-profit organization School Turnaround to support the instructional leadership of principals. This study explored the mechanism of support identified by this researcher as collegial coaching. I define collegial coaching as: *A professional formal relationship whereby a school principal (coach), works with another practicing principal (coachee), helping to elevate instructional practice in the context of the coachee's school, through intentional and systematic interactions.*

This chapter provides a summary of the components within the entire study, including a brief overview of the study, the research questions, and methodology. Also included is a discussion with the significance of key findings as related to the research questions and limitations of the study. Additionally, this chapter provides research implications and recommendations for future studies.

Although this study was grounded in the context of the HIDOE and School Turnaround partnership, the purpose of this study was not designed to analyze the School Turnaround design framework. Instead, this study focused primarily on reflections from principal coachees, their leadership team members, and that of myself, as their coach, to explore the human interactions

associated with the collegial coaching experience. The themes identified resulted from the work conducted over a 10-month time period spanning from August 2015 to May 2016. Data were collected through electronic questionnaires, focus group interviews, and researcher field notes. Particular program specifics introduced about School Turnaround's framework are referenced in Chapter 1 to provide context to the program partnership, but they were not the focal point of the data collection and analysis.

## **Discussion**

Instructional leadership can be characterized as the individual possessing defined skills to carry out specific job related tasks: interpersonal skills; planning skills; instructional observation skills; and research and evaluation skills (Lashway, 2002). Leadership is also a balance of management and vision (NAESP, 2001). Further research defines instructional leadership as being influential through its base of school teachers and administrators, developed through its principals, which in turn leads to school improvement through professional development aligning with a school's mission. Blase and Blase (2000) describe instructional leadership as making adult learning a priority, setting high expectations for performance, creating a culture of continuous learning for adults, and getting the community's support for school success. Blase and Blase (2000) also cite specific behaviors of instructional leadership, such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, and giving praise for effective teaching. Within the context of an administrator's responsibilities, leaders cannot neglect other duties, but must always ensure teaching and learning are at the top of the priority list on a consistent basis to achieve student and school success; therefore, this should be the area where most of the

principals' scheduled time is allocated.

Balancing the myriad of duties expected of the school principal, especially instructional leadership, can be difficult to conduct in an environment where competing needs are present. Principals have a range of responsibilities they are accountable for, and to be equipped to be an instructional leader in itself takes laser-like focus. Principals who incorporate shared leadership recognize that to be an instructional leader one has to develop a system of support involving teachers through professional learning communities (NAESP, 2001). When these communities are organized around student learning needs which function to enhance instructional processes and outcomes, a sense of community is developed, elevating student learning. According to the 2015 National Policy Board for Educational Administration (NPBEA) report titled *Professional Standards for Educational Leaders 2015*, Standard 4: Curriculum, Assessment, Instruction indicates that there should be assurances that instructional leaders, "Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized" (p. 12).

Principals are expected to perform all duties required of the job. The range of those expectations is great. Principals frequently are required to simultaneously balance both the operational duties and the educational needs of a school. On any given day, a principal is asked to discipline students involved in an altercation in one moment and then be expected to lead the faculty meeting to address lagging mathematical performance immediately after, leaving very little margin to compose oneself. All of this can happen at a moment's notice, resulting in instructional leadership being placed at a lower priority. Therefore, as principals gain experience and skills that enable them to be proactive in establishing requisite systems of practice, they

become better equipped to attend to the range of responsibilities required of their job. They build upon their ability to focus on instructional leadership which fully implements policies and practices to positively impact the school's performance (Seashore-Louis, et al., 2010). This skill set takes time to develop, and doing so will depend upon the intensity of the needs of the school, the capabilities of the principal, and the support the principal receives (Clark, Martorell, & Rockoff, 2009). Collegial coaching can serve as viable professional development support to enhance the instructional leadership of principals.

### **What influence does collegial coaching have on the instructional leadership of school principals?**

Whether just starting out or having been a veteran successful principal, collegial coaching support can be influential in supporting a principal's focus on instructional leadership. A particularly noteworthy finding, reinforced in a major study by researchers at the universities of Minnesota and Toronto, is the empirical link between school leadership and improved student achievement (Seashore-Louis, Leithwood, Wahlstrom, & Anderson, 2010). Drawing on these two detailed case studies and large-scale quantitative analysis, the research shows that most school variables, considered separately, have at best small effects on learning. Collegial coaching helps to bring together many variables of instructional leadership, resulting in improved student learning. Creating the conditions under which this can occur is the job of the principal. Indeed, leadership is second only to classroom instruction among school-related factors that affect student learning in school (Hattie, 2009). Whereas some contend that it is difficult to account for variables outside of the school's control, successful principals find a way to influence those variables regardless of circumstances. Getting into classrooms to witness firsthand the learning

environment occurring on a daily basis with students and teachers is one such responsibility that an instructional leadership principal performs.

Working with a skilled coach that establishes a trusting relationship built upon credibility, whereby both coach and coachee understand that the focus of the partnership is collegial and not evaluative, is one of the keys to the success of collegial coaching. The coach should not be in a supervisory role over the coachee. Of the many facets to the principalship, in this partnership the focus is about increasing student learning. Learning targets are identified through data analysis and co-constructed between coachee, coach, and leadership team members. Together, shared leadership is established, with the principal taking an active role in organizing the effort.

Reflective questioning inspires thought and gives pause to the haste often associated with the pace of a principal's daily routine. A trained coach understands the coachee's school context because they have taken time to do so through the lens of the coachee. The coach being present on the campus and in classrooms together with the coachee is a vital component. The skilled coach then balances that contextual understanding with the artful precision of reflective questions that advances the instructional leadership of the coachee. In doing so, a certain clarity around what is being done, and to what degree, develops. This clarity results in mutual understanding, often translating into actions that are much more precise. Specific examples of this were noted in Chapter 4.

Another benefit to employing reflective questioning is the fostering of a trusting relationship between coach and coachee, but also with the principal coachees and their leadership teams. Developing a healthy school culture is vital to galvanizing the effort of school staff to

participate in improving learning for students (NAESP, 2001). The work needed to support the diverse needs of students is much too vital a task to be conducted by a single individual – a team approach is needed. Principals that utilize reflective questioning as part of their repertoire of support to assess and monitor learning in their school create an atmosphere of interaction that is essential for school improvement.

Being able to diagnose what is happening in one's school accurately is not always easily accomplished when a principal is in the midst of the daily duties that occur in the course of a principal's workload. Having a collegial coach that assists with the diagnosis of a school's system and is cognizant of the realities of the myriad of distractions that impede the laser-like focus needed to improve student learning is a benefit to a collegial coaching partnership. The coach serves as a beacon of guidance whose primary role is to keep the principal focused on student learning (The Wallace Foundation, 2012).

By helping the principal to diagnose their school's system to identify what is working well and to leverage resources to increase areas of need, the coach becomes a pivotal support system to the coachee. There are times, however, when the coach may need to contribute more directly to the intervention of a coachee's development. On one hand, the coach's role is to bolster and guide, but not direct, yet there will be occurrences that warrant a more hands-on approach to interventions because the level of awareness of the coachee is still developing. In situations like this, the coach very well may need to exhibit direct support to enhance awareness. For example, in the process of data analysis, a principal making inaccurate interpretations of that data can lead to misalignment of interventions, ultimately resulting in ineffectiveness and a lack of proper support for students and staff. But even when directly intervening, a coach must

remember that permeating the coach and coachee relationship is the caveat that the principal is the leader of their school. Although the collegial coaching relationship is a partnership, the principal is the ultimate authority of decisions.

Collegial coaching can also influence a principal's sense of urgency to accomplish tasks that are needed to support student learning. In the course of my work with coachees, there were inflection points that warranted reflection between coach and coachee about how to proceed forward. These moments were often connected to reflective questions and diagnosis. Where collegial coaching support seemed to motivate a coachee to act was in the area of making decisions when necessary but not always comfortable to execute. Having a colleague as a coach who is trained and experienced provided the coachee with the added assurance that the recommendations identified had merit. This reassurance supported coachees to follow through on pursuing actions, because they felt supported that the effort of implementing them was worthwhile, and they knew that they had someone that could assist in guiding them through the process. Depending on the intensity of the task, the actual timing of actions taken was broken down into incremental steps that helped to lead to the confidence warranted to the larger scale outcomes desired. Each step taken with a sense of urgency, identified from the data collected in this study as "touch it once," symbolized taking action on items by following through on providing immediate feedback to a teacher after visiting their classroom to participating in learning team discussions and contributing their thoughts about the teaching and learning process, rather than wanting to be involved yet not engaging.

The downside to having a sense of urgency would be to be hasty and rash in making decisions. Having a sense of urgency should be guided by information that is sound and

researched. Collegial coaching provides a mechanism of support in collaboration with an experienced colleague that safeguards decision making. Research conducted in the field of Cognitive Coaching can further enhance collegial coaching. As Costa and Garmston (2016) note, “The successful Cognitive Coach takes a nonjudgmental stance and uses tools of pausing, paraphrasing, and posing questions. The successful coach focuses on the other person’s perceptions, thinking, and decision-making processes to mediate resources for self-directed learning” (p 15). A skilled coach will foster a trusting and caring relationship that allows for rich dialogue to occur, thus enhancing the reliability that the actions taken by a principal are justified and timely.

Good intentions are not enough when it comes to instructional leadership. Results matter because student learning does. Collegial coaching supports this notion and helps the coachee to identify that actions taken are leading to desired outcomes. Purpose to outcomes by being intentional about actions serves as a vehicle to improving a principal’s instructional leadership. Part of the process in the collegial coaching relationship was to identify clear learning outcomes. Once outcome targets were set, all instructional actions were aligned to making sure progress towards meeting or exceeding those outcomes were conducted.

Having the principal observing in classrooms daily was a key factor in supporting the formative assessment plan and helped to ensure that progress towards outcomes was happening. As an instructional leader, the principal’s presence signifies both care and accountability about what happens in classrooms. Furthermore, a principal’s real-time awareness builds their own knowledge base and informs decision-making for elements such as targeted professional development, ultimately increasing the likelihood that interventions are a tightly coupled target-



to-method match (The Rensselaerville Institute, 2016b).

The use of data in collaborative structures, whereby teachers gather to analyze common pieces of student work, was another highly valued approach to focusing purpose to outcomes. Through the intentional use of planning time, teachers and school leaders could review student work and chart progress towards set targets for student learning (The Rensselaerville Institute, 2016b). This forum also afforded teachers time to converse with one another about common student errors, with the goal of collectively sharing possible strategies for intervention support and improvement. Creating set times whereby teachers were meeting about student achievement also afforded the principal and their leadership team time to participate alongside teachers in planning, analyzing, and contributing to the overall efficacy of the school's desire to support students as well as teacher efficacy outcomes, thus strengthening the school's culture of learning.

#### **How does collegial coaching impact the principal's influence on their leadership teams?**

Leadership team members played a vital role in the success of the school's principal. Each coachee identified key staff members that assisted him with the instructional leadership of their school. Principal coachees and leadership team members valued the opportunity to support one another in the quest to enhance the learning of students and other staff members. Collegial coaching assisted with providing the coachee another perspective to add to their own in developing their action plans for their school. Depending on the preference of the principal coachee, some leadership team members were actively involved in coaching sessions, while others were less involved in the direct coaching sessions with us. Regardless of whether or not the leadership team members were directly involved in collegial coaching sessions, all of them felt that coaching supported the growth of their principal. Responses from the questionnaire of

leadership team members indicate that one of the most frequently noted benefits of collegial coaching was that their principal visited classrooms more frequently and provided feedback to teachers.

### **What are key components to a collegial coaching partnership?**

The research community agrees that establishing an individualized professional development approach like coaching requires commitment (Ward, 2011). Establishing a process to solicit and train coaches is vital to ensuring that coaches have the requisite background needed to support practicing principals. Each principal has earned the title and responsibility of being appointed as the principal of their school. Therefore, those that are assigned to support them as a coach need to be well-prepared to do so. Making the design model explicit is crucial to the shared understanding of the coaching relationship.

In the School Turnaround model, the goal was explicitly designed to focus on meeting or exceeding identified student outcome targets. This model employed an emphasis on six strategies consisting of: Diagnosis, Target Setting, Message and Brand, Data Use, Resource Alignment, and Successful Classrooms (The Rensselaerville Institute, 2016b). Other models (Knapp et al., 2010) employed a focus on differentiating between performance coaching and developmental coaching. They identified performance coaching as coaching that focuses on the leader advancing his/her current level of knowledge and skills needed for an effective principalship. In contrast, in developmental coaching, the process is seen as longer-term, where the principal seeks to become a different type of leader, addressing deeply held ways of thinking and being.

Another valuable element to a coaching program is ensuring that coachees feel safe enough to share their insecurities about their job-embedded learning. Coaches need to maintain

confidentiality and to possess a sense of empathy about the role of the principal in order to promote a relationship that is predicated on credibility, care, and trust. By doing so, the coach can reduce the potential fear of adverse consequences by the coachee about their employment status. Coaches serve as a collaborative partner and not a liaison for authority evaluation (The Rensselaerville Institute, 2016a; Ward, 2011). This benefits the coach, coachee, and the district by allowing the interaction of meaning making to be fluid and authentic in a spirit of acceptance, working towards better outcomes for students.

## **Conclusion**

It is my contention that collegial coaching can be an instrumental component to the instructional leadership of principals. So much is expected of school principals today that it is unrealistic to expect that all principals will possess by virtue of their title all of the skills required for the job. With the advancement of more duties being placed upon principals, the primary influence upon student learning through instructional leadership can get lost if not for the aptitude and intestinal fortitude by the principal and coach to ensure it stays ever present. Collegial coaching alone will not be the panacea for improvement. However, through a multi-pronged approach of policy development, ongoing funding, and growing a belief system that coaching is necessary; a premium to support coaching programs can be established. Galvanizing more support for the important relationship building required to better inform practice through empirical studies and sharing research that permeates settings can only improve the educational outcomes for students and those that are entrusted for caring for them. To this end, I am hopeful that embracing a developmental lens which fosters both technical and innovative practices will cultivate substantial traction towards internal capacity building viable to each school's unique

context (Patton, 2011).

## **Personal Reflection**

In the often frenetic fast-paced world of school leadership, I am grateful to have had the opportunity to collect and organize my thoughts through this research endeavor. Gathering feedback about my practice as a coach and reflecting upon my own work as a principal helped me to better understand what changes I need to make moving forward. Marshall Goldsmith, one of America's preeminent executive coaches, discusses steps to supporting continuous growth of successful leaders and the role feedback plays in helping a leader to move to their next level of achievement (Goldsmith, 2007). He states,

*More often than not, they are simple behavioral tics-bad habits that we repeat dozens of times a day in the workplace which can be cured by (a) pointing them out, (b) showing the havoc they cause among the people surrounding us, and (c) demonstrating that with a slight behavioral tweak we can achieve a much more appealing effect. (p.9)*

This dissertation journey has led me along a reflective path. Serving as a practicing principal responsible for my own school, as well as working as a coach for three other principals who are equally responsible for their own schools, led me to uncovering my own areas of need. Therefore, I have recently sought the assistance of my own "coach" to support my professional development. Being receptive to feedback garnered to help me improve has come at a very integral time. Being in the seat of the "coachee" allows me the opportunity to pause, reflect, and to interact with a supportive person dedicated to helping me to personalize my own differentiated actions to behavioral changes. As a coach, I felt responsible to make sure I was supportive for someone else, and now I am engaged in my own personal responsibility. Learning is a

combination of taking personal responsibility and applying informed actions. I recognize that I may have blind spots that hinder my own growth. Coaching has helped to widen my lens to new perspectives helping me to stay focused on areas of needed improvement.

Life is full of patterns that ebb and flow, and my direction to navigate moving forward, I hope, is now better informed. Most importantly, this recognition is guided by the belief that learning is socially constructed, emerging in complexity (Patton, 2011). We need one another, and in order to engage in the social process of learning, one has to be willing to be engaged. Sharing responsible thoughts and collectively exchanging experiences with a desire to understand the social learning process is the heart of my doctoral experience – an experience that has impacted my very existence. I am forever changed because of it.

### **Future Research**

This study was bounded through the partnership between the Hawaii Department of Education and School Turnaround. Research data were collected and analyzed from the work occurring between a practicing elementary principal coach working with three additional elementary school principal coachees. To expand the body of this research, more work can be done around coaching at different school level settings, such as middle school, multi-level schools, and high school. Although schools in general share many similar aspirations, the nuances of different levels do impact the working responsibilities of the principal. Determining the impact of collegial coaching in these settings will shed more insight into the viability of a coaching initiative at different levels of schooling within the education sector.

Another area of future exploration can be around conducting longitudinal case studies of sorted specific cohorts of principals. These cohorts could be clustered by levels of experience,

ranging from newly appointed to more experienced longer-term principals requesting or needing further development. From this type of research, key success indicators such as self-efficacy, perceived efficacy, and student growth indicators can be identified employing a mixed method approach of both statistical analysis and qualitative interpretations of those indicators. Now more than ever we need to support the development of our school leaders, especially principals-to-be, by equipping them with ongoing job-embedded professional development. By cultivating a culture of care that establishes practices of principals that have demonstrated a track record of successful outcomes, we can continue to share strategies from derived experience, ultimately increasing the pool of shared knowledge and expertise within the educational leadership profession.

**Possible research questions:**

1. What types of program designs best enable collegial coaching to positively impact school leaders?
2. How can collegial coaching be differentiated for leaders at different developmental stages of their career?
3. What qualities separate a successful coach from a less successful coach?
4. How can collegial coaching become a job-embedded professional development practice?

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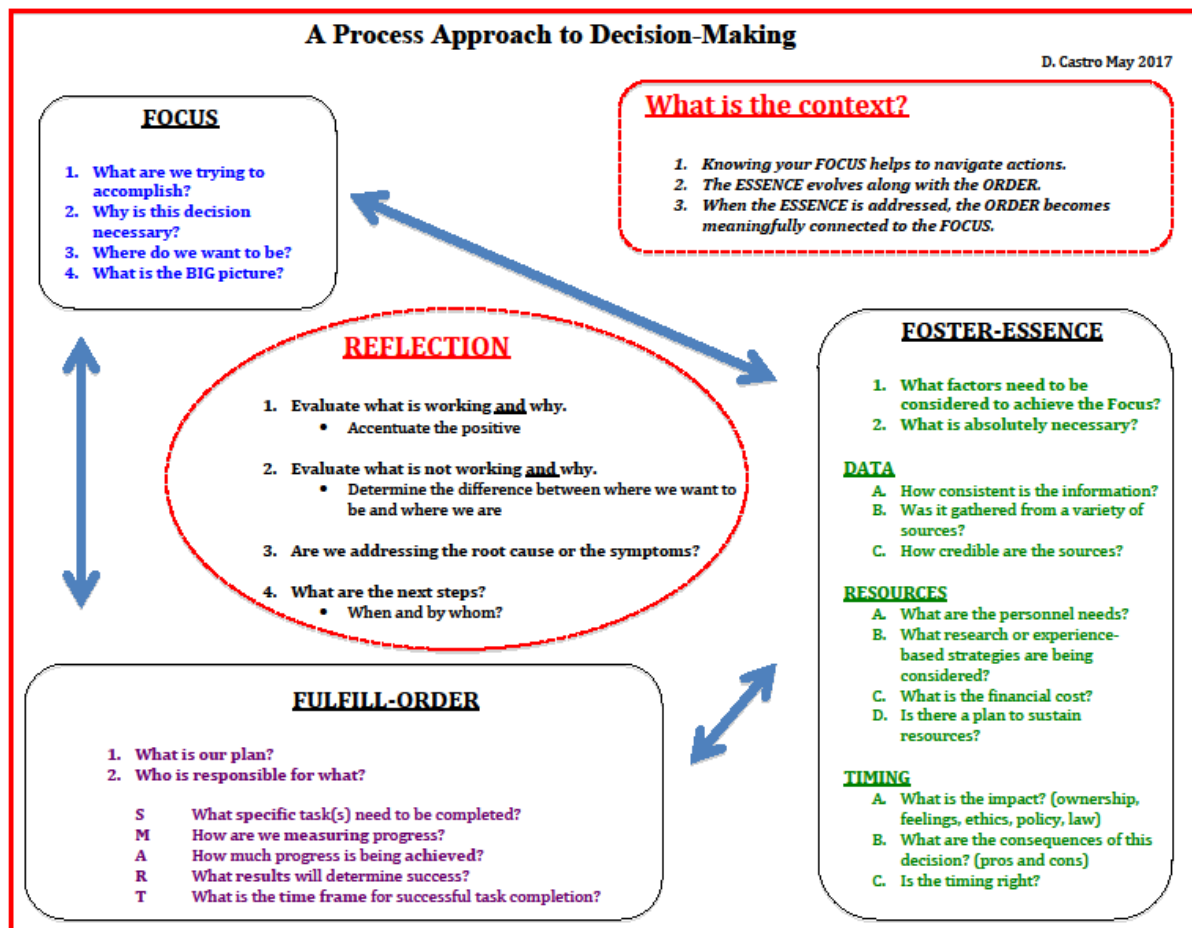
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## APPENDIX A: A PROCESS APPROACH TO DECISION-MAKING



## APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



UNIVERSITY  
of HAWAII  
MĀNOA

Office of Research Compliance  
Human Studies Program

May 3, 2016

TO: Dale Castro  
Nathan Murata, Ph.D.  
Principal Investigators  
College of Education

FROM: Denise A. Lin-DeShetler, MPH, MA  
Director

A handwritten signature in black ink, likely belonging to Denise A. Lin-DeShetler.

SUBJECT: CHS #23989 - "The Principal Collegial Coaching Experience: Insider, Outsider, and Beyond"

This letter is your record of the Human Studies Program approval of this study as exempt.

On May 3, 2016, the University of Hawai'i (UH) Human Studies Program approved this study as exempt from federal regulations pertaining to the protection of human research participants. The authority for the exemption applicable to your study is documented in the Code of Federal Regulations at 45 CFR 46.101(b) (Category 2).

Exempt studies are subject to the ethical principles articulated in The Belmont Report, found at the OHRP Website [www.hhs.gov/ohrp/humansubjects/guidance/belmont.html](http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html).

Exempt studies do not require regular continuing review by the Human Studies Program. However, if you propose to modify your study, you must receive approval from the Human Studies Program prior to implementing any changes. You can submit your proposed changes via email at [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu). (The subject line should read: Exempt Study Modification.) The Human Studies Program may review the exempt status at that time and request an application for approval as non-exempt research.

In order to protect the confidentiality of research participants, we encourage you to destroy private information which can be linked to the identities of individuals as soon as it is reasonable to do so. Signed consent forms, as applicable to your study, should be maintained for at least the duration of your project.

This approval does not expire. However, please notify the Human Studies Program when your study is complete. Upon notification, we will close our files pertaining to your study.

If you have any questions relating to the protection of human research participants, please contact the Human Studies Program at 956-5007 or [uhirb@hawaii.edu](mailto:uhirb@hawaii.edu). We wish you success in carrying out your research project.

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## APPENDIX C: INITIAL PRINCIPAL QUESTIONNAIRE PART A

Name:

What is your current position in the Hawaii Department of Education?

How long have you been principal at your current school?

☐ 0-1 year

☐ 2-3 years

☐ 4-5 years

☐ 6-10 years

☐ 10+ years

What type of school are you a principal at?

☐ Elementary School

☐ Middle/Intermediate School

☐ High School

☐ College/Graduate

How many years have you been in the following positions?

	0-1 year	2-3 years	4-5 years	6-10 years	10+ years
Principal					
Vice Principal					
Teacher					
Other					

What is the highest degree or level of schooling you have completed?

- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Professional Degree
- ☐ Doctorate Degree

What is your gender?

- ☐ Male
- ☐ Female

What is your age?

- ☐ 25 or under
- ☐ 26-40
- ☐ 41-55
- ☐ 56 or older

Which would best describe the area in which you work?

- ☐ Title I School
- ☐ Non-Title I School

Please provide me with a chronology of the educational positions you previously held.

What is your marital status? (Check all that apply)

- ☐ Married
- ☐ Widowed
- ☐ Divorced



☐ Divorced then remarried

☐ Separated

☐ Never been married

What is your ethnicity group? (Check all that apply)

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Hispanic

☐ Native Hawaiian or Other Pacific Islander

☐ White

☐ Other

## APPENDIX D: INITIAL PRINCIPAL QUESTIONNAIRE PART B

Name:

1. How long have you been involved in a collegial coaching relationship?

☐ 0-3 months

☐ 4-6 months

☐ 7-9 months

☐ 10-11 months

☐ 12 months

☐ 18 months

☐ 18+ months

2. What prompted you to participate in collegial coaching?

3. How has collegial coaching influenced your ability to provide FEEDBACK TO TEACHERS?

4. How has collegial coaching influenced your ability to diagnose student performance through DATA USE?

5. How has collegial coaching influenced your ability to create ACTION PLANS to address diagnosed needs?

6. How has collegial coaching influenced your principal's ability to ORGANIZE RESOURCES to improve STUDENT ACHIEVEMENT?

7. How has collegial coaching influenced your CONFIDENCE as an instructional leader?

8. What character traits are essential for effective COLLEGIAL COACHES to have and why?

9. What kind of advice would you provide other principals contemplating participation in collegial coaching?

10. A) Would you ever consider being a collegial coach?

☐ Yes

☐ No

☐ Unsure

10. B) Explain your choice for Part A.

## APPENDIX E: FOCUS GROUP QUESTIONS – PRINCIPAL

1. How has your **instructional leadership** been influenced through collegial coaching?
2. What are some **benefits** you would identify with collegial coaching?
3. What are some **challenges** you would identify with collegial coaching?
4. Would you want to **continue being involved in a collegial coaching** relationship? Please explain.
5. Are there **suggestions** you would provide **to your collegial coach to improve** his efficacy for you?
6. If you could **identify an artifact or metaphor** associated with your collegial coaching experience what would that be?
7. Is there **anything else** you would want to contribute about collegial coaching?

## APPENDIX F: FOCUS GROUP QUESTIONS – LEADERSHIP TEAM

You have been identified as part of your school's leadership team. As a participant of this study, I will be asking you to provide your feedback. As outlined in the Consent to Participate in Research Project agreement, your responses will be kept confidential so please be descriptive in your answers.

School Name:

Your Name:

Position:

1. How long have you been part of your school's leadership team?

☐ 1-6 months

☐ 6-12 months

☐ 1 year

☐ 2 -3 years

☐ 3-5 years

☐ 5 or more years

2. Describe your principal's leadership style?

3. How has collegial coaching influenced your principal's instructional leadership to organize resources to create and implement ACTION PLANS?

*Collegial Coaching: A voluntary relationship whereby a school principal (coach) works with another practicing principal (coachee) to elevate professional practice in the context of one's school through intentional and systematic interactions.*

4. How has collegial coaching influenced your principal's ability to diagnose student performance through DATA USE?

5. How has collegial coaching impacted your relationship with your principal?

6. A) Do you feel that collegial coaching influenced your principal's ability to positively impact student achievement?

☐ Yes

☐ No

☐ Unsure

6. B) Explain your choice for Part A.

7. Is there anything else you want to share?

## APPENDIX G: SITE VISIT GUIDING QUESTIONS

